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ABSTRACT

This document presents a series of learning activities focusing on the role of state government in American society. It is intended for senior or junior high school students. Six objectives are: to identify information sources about state government; to increase knowledge about its organization, processes, services, and costs; to compare these factors in several states; to apply this knowledge toward the solution of personal and social problems; to evaluate current proposals to improve the role of state government; and to improve writing and speaking skills. Activities involve students in considering how state laws affect their daily lives, suggest projects based on release time as a way for students to become involved in community services, and suggest ways to gauge class and public opinion through attitudinal instruments and polling techniques. Topics covered include state constitutions, legislators, governors, revenues, voting, running for office, shoplifting, marijuana, marriage and divorce, and writing a will. Various uses of the materials are suggested. Opinion tests, action project suggestions, and a word rating sheet are intended for teacher use only. When using the unit, the teacher should be aware of government changes that have occurred since the activities were written. (Author/CK)

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MD-USA

Making Informed Decisions Using Student Activities

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NOTES TO TEACHER

MID-USA is a series of learning episodes adaptable to state government instruction. The activities are suited for use in senior high school with some appropriate for junior high school. They encourage teachers and students to focus on the role of state government within their society.

In completing the program, students will extend and refine their skills to locate, acquire, compare, evaluate and apply information to personal and social problems. They will improve their ability to express their knowledge and ideas through writing and speaking. Furthermore, students are made aware of the organization, processes, services and costs of state government. In addition, they are introduced to a number of information sources, including government reports, newspaper and magazine articles and resource persons.

OBJECTIVES

It is the intent of MID-USA to provide secondary school students with learning experiences which should enable them to attain these objectives:

1. Identify sources of information about state government.
2. Increase their fund of information about the organization, processes, services and costs of state government.
3. Compare the organization, processes, services and costs of several state governments.
4. Apply their knowledge of state government toward the solution of personal and social problems.
5. Evaluate current proposals to imorove the role of state government within society.
6. Improve their ability to express their knowledge and ideas through writing and speaking activities.

MID-USA includes several unique features. Many of the activities are not common to government texts or workbooks but involve students in considering how state laws affect their daily lives. One segment, "Making a State Law," forms an alternative to the typical list or chart tracing the passage of a bill. Another section suggests Action Projects based on released time as a way for students to become involved in community affairs and services. Other activities suggest ways to gauge class opinion plus public opinion through a number of attitudinal instruments and polling techniques. Individual or small group Research Projects are listed which extend student investigations of government reports, statistical data and interviews.

SUGGESTED USES

MID-USA is a flexible program. The teacher may select those activities which best fit his/her instructional program. Some may wish to use all the worksheets; others may want to use only parts of the program. The activity sheets may be used by an entire class or used in small groups. MID-USA may be individualized with students progressing through the program at their own pace. A teacher may select some for class use, with others assigned to individual students or to teams.

Many of the activity sheets are accompanied by a chart or table on another page. In preparing the materials for student use be sure the proper chart or table is duplicated for distribution with the worksheets. Some of the activities are intended for teacher use only. These are on pages 51 - 55.

The "Making a State Law" section requires students to match cartoons with their correct captions. The captions are in order for typical state legislatures (except Nebraska). The students can separate the cartoons by cutting or folding paper and tearing the crease. They can place them above the captions with scotch tape, paste or glue.

The devlopment of the student activities proved unusually difficult due to the continuous changes taking place in state government. Without doubt, by the time a teacher uses certain MID-USA activities, changes in a state law, taxes, official salaries will have occurred. The alert teacher will build a file of news items describing changes in government. Certain publications prove helpful in providing this type of information: *The Book of States, the Statistical Abstract of the United States, World Almanac, Information Please Almanac, Congressional Directory, Facts on File, U. S. News and World Report,* and each state publishes annual or biennial directories such as the *Iowa Official Register.*

MID-USA activities may be duplicated by making Thermofax spirit masters or using the pages as offset masters.

PRIORITIES FOR THE FUTURE

Directions: In our Federal System of Government, the States serve several purposes. Some of these functions overlap with functions of the Federal Government; while others are reserved to the States. Listed below are ten topics which represent future priorities of the American people. Rank in order (1, 2, 3, 4, and 5) the five concerns which you believe are most important to the people of your state and which can be implemented by the state government.

____ 1. Discovery and development of new energy resources.

____ 2. Conservation of existing energy resources.

____ 3. Adequate environmental controls.

____ 4. Quality education from kindergarten to university.

____ 5. Improved inter-city and inter-state transportation systems.

____ 6. Promotion of new industries, including tax reductions.

____ 7. An equitable welfare sytem.

____ 8. Expanded government services and subsidies for agriculture.

____ 9. Programs for senior citizens.

____10. A just and humane judicial system.

Be prepared to defend your selection of priorities.

STUDYING STATE CONSTITUTIONS

GENERAL INFORMATION ON STATE CONSTITUTIONS
As of December 31, 1975

State	Number of Constitutions	Dates of adoption	Effective date of present constitution	Estimated length (number of words)	Number of amendments Submitted to the voters	Number of amendments Adopted
Illinois.	4	1818, 1848, 1870, 1970	1971	13,200	1	0
Iowa.	2	1846, 1857	1857	12,500	44	42(b)
Kansas.	1	1859	1861	11,700	103	76(b)
Minnesota	1	1857	1858	9,491(a)	191	102
Missouri.	4	1820, 1865, 1875, 1945	1945	34,980(a)	54	35
Nebraska	2	1866, 1875	1875	18,725(a)	243	167
North Dakota . .	1	1889	1889	29,000	166	97
South Dakota . .	1	1889	1889	23,000	158	85
Wisconsin.	1	1848	1848	13,800	145	105(b)

(a) Actual word count.
(b) The figure given includes amendments approved by the voters and later nullified by the State Supreme Court: In Iowa, three; Kansas, one; Wisconsin, two.

Source: The Book of States, Council of State Governments

A Production Manager for a local TV station conceives the idea for a 'Community Quiz" as part of their local programming. Each school in the area is asked to send four students to compete with teams from other schools. Winners advance until a champion is selected with that school receiving a prize from the TV station.

You have been chosen to be one of the four students representing your school. Before your team meets its first opponent, the TV station sends you and other team members a list of question categories, plus a sample set of questions. "State Constitutions" forms one of the question categories. Because all your friends and neighbors will be watching the contest, you want to be as well prepared as possible.

These questions will help you use the information in the chart above.

1. How many states have had more than one state constitution since their admission to the union?
2. Which states have adopted the most state constitutions?
3. Which states have retained the same constitution?
4. Which state has adopted the longest constitution? the shortest constitution?
5. Which state has ratified the greatest proportion of amendments of those submitted to voters?
6. Which three states have had amendments nullified by their state supreme courts?
7. Would you favor a uniform state constitution to be adopted by all fifty states?

AMENDING STATE CONSTITUTIONS

Directions: Use the information in the chart, "Three Ways to Change State Constitutions" to identify the different means of adopting the proposal sponsored by the Midwest Enviromental Coalition.

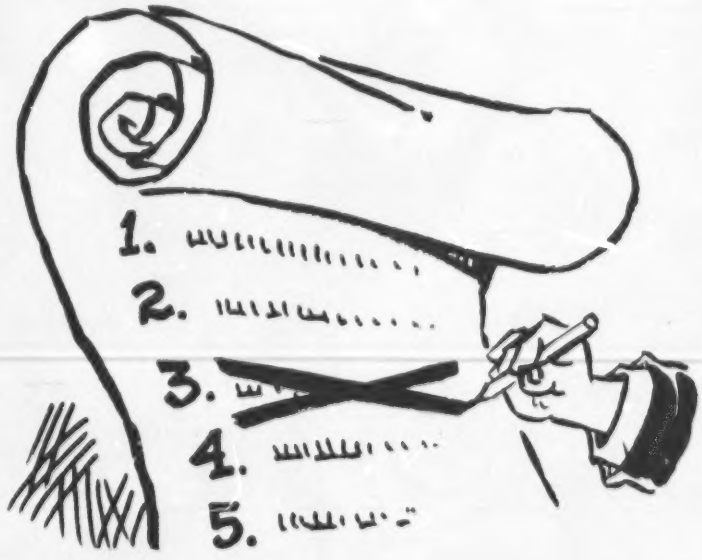
A Midwest Environmental Coalition hopes to ban the use of non-returnable beverage containers. For several years this group lobbied in state legislatures unsuccessfully. "Ban-the-can" bills introduced by friendly lawmakers either died in committee or were killed during floor debates. The Coalition filed a number of lawsuits against beverage distributors with mixed results. Finally, they decided the only way to permanently "ban-the-can" in Midwestern States was to amend the several state constitutions.

In planning their strategy, the Environmental Coalition concluded that they had not been too successful in working through state legislatures. In which of the Midwestern States could they amend the constitution by:

1. Circulating a petition to submit the amendment directly to the voters for approval?

2. Having two sessions of the legislature approve the amendment before voter ratification?

3. Having only one session of the legislature approve the amendment before voter ratification?



4. Having only a simple majority of legislators approve the amendment before voter ratification?

5. Having a constitutional convention called by voters in a general election?

6. Having a constitutional convention called by a simple majority of legislators?

USING THE INITIATIVE

Directions: Use the information in the chart, "Three Ways to Change State Constitutions" to identify the different means of adopting the tax proposal sponsored by Citizens Awake.

Rising government costs brought on by people's demands for increased services plus inflation typified most local communities in the Midwest during the 1970's. Sharp and dramatic increases in property values resulted in larger and larger property tax bills. State legislatures attempted to cope with the problem by giving tax relief to certain groups of taxpayers, notably senior citizens. However, most property owners noticed higher tax bills each year.

To combat rising property taxes, a group of citizens formed a new organization, Citizens Awake. This organization hopes to achieve property tax relief by limiting the amount which can be assessed by local governmental taxing authorities - the county, city, and school districts. They propose to amend the State Constitution in several Midwestern States. They further propose to limit annual property taxes to 1% of the estimated market value of each property. In most States this limitation would result in a roll-back of taxes and severely reduced budgets for local governments.

Using the key indicate the methods of amending State Constitutions which Citizens Awake may use in the nine Midwestern States.

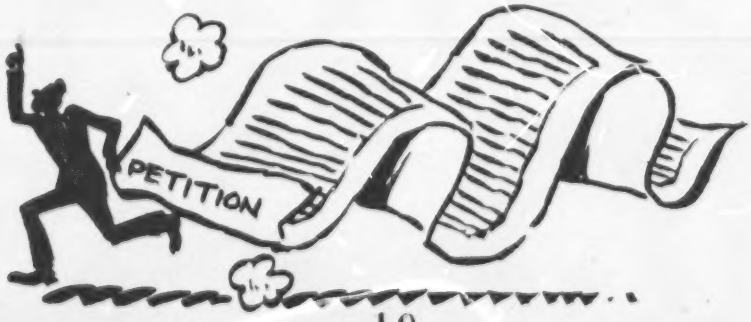
1. Petitions may be circulated to place proposed amendment on general election ballot for voter ratification.

2. One session of state legislature must approve amendment before voters ratify in a general election.

3. Two sessions of state legislature must approve amendment before voters ratify in a general election.

Illinois	_____	Minnesota	_____	North Dakota	_____
Iowa	_____	Missouri	_____	South Dakota	_____
Kansas	_____	Nebraska	_____	Wisconsin	_____

Citizens Awake wants volunteers in every community to promote their property tax amendments. They ask you to become the campaign manager in your home town. Would you accept the role? Give reasons for your decision.



THREE WAYS TO CHANGE STATE CONSTITUTIONS

1. Through a Constitutional Convention--entire Constitution may be changed

State	Provision in Present Constitution for a Convention	Vote Required in State Legislature to call Convention	Popular vote Required to Authorize Convention	Periodic Submission of Convention Question Required	Popular Vote Required for Ratification of Convention Proposals
Illinois	Yes	3/5	ME or 3/5 MP[2]	20 years	MP
Iowa	Yes	Majority	MP	10 years	MP
Kansas	Yes	2/3	MP	No	MP
Minnesota	Yes	2/3	ME	No	3/5 on P
Missouri	Yes	Majority	MP	20 years	ME or 3/5 MP
Nebraska	Yes	3/5	MP	No	MP
North Dakota	No			No	
South Dakota	Yes	3/4	MP	No	MP
Wisconsin	Yes	Majority	MP	No	1

MP - Majority voting on the proposal
ME - Majority voting in the election
1 - Required vote determined by Constitutional Convention
2 Majority voting on constitutional proposal or 3/5 voting in the General Election.

or

2. Through Amendments proposed by State Legislature

State	Vote Required for Legislative Adoption of Proposal	Vote by 2 Sessions of Legislature Required	Popular Vote Required for Ratification
Illinois	3/5	No	ME or 3/5 MP
Iowa	Majority	Yes	MA
Kansas	2/3	No	MA
Minnesota	Majority	No	ME
Missouri	Majority	No	MA
Nebraska	3/5	No	MA
North Dakota	Majority	No	MA
South Dakota	Majority	No	MA
Wisconsin	Majority	Yes	MA

ME - Majority voting in election
MA - Majority voting on amendment

or

3. Through amendments proposed by direct initiative; citizens circulating petitions

State	Provision in Constitution for Initiative	Number of Signers Required on Petition	Popular Vote Required for Ratification
Illinois	Yes	8% of total votes cast for Governor in last election	ME or 3/5 MA
Iowa	No		
Kansas	No		
Minnesota	No		
Missouri	Yes	8% of total votes for Governor in 2/3 of Congressional Districts	MA
Nebraska	Yes	10% of votes for Governor in last election with at least 5% in 2/5 of counties	MA
North Dakota	Yes	20,000 voters	MA
South Dakota	Yes	10% of total votes for Governor in last election	MA
Wisconsin	No		

ME - Majority voting in election
MA - Majority voting on amendment

Source: The Book of States, Council of State Governments

PAYING STATE LEGISLATORS

Directions: Use the table "What Your State Pays Its Legislators" to answer the following questions.

1. How many states pay their legislators more than the national average?

2. How much was paid to legislators in your state during the previous fiscal year?

3. Which three states pay their legislators the lowest salaries and expenses?

4. Which three states pay their legislators the highest salaries and expenses?

5. Which ten states are most likely to have "professional legislators?"

6. Which ten states are most likely to have "citizen legislators?"

7. What might be the advantages of "professional legislators?"

8. What might be the advantages of "citizen legislators?"

What Your State Pays Its Legislators

Basic two-year salaries and expense allowances in 1977-78–

Alabama	$17,700
Alaska	$43,500
Arizona	$12,000
Arkansas	$16,640
California	$61,599
Colorado	$24,000
Connecticut	$13,000
Delaware	$21,050
Florida	$28,200
Georgia	$17,280
Hawaii	$25,500; $29,140
Idaho	$9,440; $11,570
Illinois– House	$46,192
Senate	$45,904
Indiana	$23,903
Iowa	$21,280
Kansas	$18,294
Kentucky	$19,100
Louisiana	$32,500
Maine	$ 7,400
Maryland	$25,000
Massachusetts	$32,280
Michigan	$46,500
Minnesota	$25,160; $26,832
Mississippi	$22,430
Missouri	$16,800
Montana	$ 7,124
Nebraska	$10,000
Nevada	$10,400
New Hampshire	$ 200
New Jersey	$20,000
New Mexico	$ 3,600
New York	$47,000
North Carolina	$19,035
North Dakota	$ 9,710
Ohio	$35,000
Oklahoma	$25,896; $28,536
Oregon	$24,657
Pennsylvania	$37,440
Rhode Island	$ 600
South Carolina	$14,400
South Dakota	$ 6,875
Tennessee	$24,963
Texas	$18,640
Utah	$ 3,200
Vermont	$6,300; $ 8,480
Virginia	$21,700
Washington	$25,420
West Virginia	$ 9,600
Wisconsin– House	$36,011
Senate	$36,661
Wyoming	$ 4,686
Average	$20,614

*Higher amount to cover additional expenses of certain legislators.

Note: In addition, a number of states pay legislators for other expenses covered by vouchers.

Source: Council of State Governments

MAKING A LEGISLATIVE PROFILE

Directions: Using brief biographical sketches of your state legislators,[1] complete the profile chart to summarize their social background. Total the number of legislators for the items listed in each of the main categories. While one half of your class compiles the data on the current legislature, the other half might compile data on a past legislature (e.g. 20 years ago).

After completing the two profile charts, account for the differences in the social background of the two legislatures.

	Number in Senate	Number in House
1. Age		
a. Age of youngest member		
b. Age of oldest member		
c. Median age		
2. Birthplace		
a. Members born within your state		
b. Members born outside your state		
3. Education		
a. High school graduate only		
b. Attended trade/vocational school		
c. Attended college		
d. College graduate		
e. Graduate of professional school (Law, medicine, etc.)		
f. Other		
4. Previous Legislative Experience		
a. 0 Sessions		
b. 1 Session		
c. 2 Sessions		
d. 3 Sessions		
e. 4 Sessions		
f. More than 4 Sessions		
5. Political Party Affiliation		
a. Democratic		
b. Republican		
c. Other		

	Number in Senate	Number in House
6. Work Experience Chief work experience has been in the occupation field of:		
a. Agriculture Farming, Agribusiness		
b. Business Retail/Wholesale, Financial Institutions, Insurance, Real Estate, etc.		
c. Construction Highways, Buildings		
d. Government Local, State, Federal		
e. Manufacturing Management, Production Employees		
f. Law		
g. Professional Architects, Engineers, Doctors, Dentists, Pharmacists		
h. Teaching Elementary or Secondary Schools, Colleges/Universities		
i. Transportation Airlines, Trucks, Railroads		
j. Other		
7. Religious Affiliation		
a. Baptist		
b. Catholic		
c. Episcopalian		
d. Lutheran		
e. Methodist		
f. Presbyterian		
g. Other		

[1] Typically published in newspapers after a General Election or before the legislature convenes, or in official guides of various State Governments.

APPORTIONING STATE LEGISLATURES

Directions: Use the two charts, "Apportionment of Legislatures," to answer the following questions.

Which of these states:

1. has more that one house representative from a legislative district?

2. has one house representative elected from each legislative district?

3. has more that one senator elected from a legislative district?

4. has one senator elected from each legislative district?

5. has the greatest deviation from the average population for a legislative district?

6. has the least deviation from the average population for a legislative district?

7. Which official best represents you, your State Representative or your State Senator?

8. Which method is best - to elect legislators from single member districts or from multi-member districts? Consider difference in political campaigns and in eventual legislation.

9. Would you favor a constitutional amendment to permit one house to be apportioned according to area rather than having both based on population?

APPORTIONING STATE LEGISLATURES

APPORTIONMENT OF LEGISLATURES
HOUSE
(As of late 1977)

State	Initial reapportioning agency	Present apportionment by	Year of most recent apportionment	Number of Seats	Number of districts	Number of multi-member districts	Largest number of seats in district	Percent deviation in actual v. average population per seat — Greatest over +	Greatest under −	Average population each seat(a)
Illinois.	L(b)	L	1973	177	59	59	3	0.8	0.6	62,791
Iowa.	L(b)	SC	1972	100	100	0	1	0.0	0.0	28,253
Kansas.	L	L	1973	125	125	0	1	6.5	4.8	18,223
Minnesota	L	FC	1972	134	134	0	1	1.99	1.97	28,404
Missouri.	B	SC	1971	163	163	0	1	1.2	1.3	28,696
Nebraska	Unicameral Legislature			...	...	...	...	...	...	.....
North Dakota . .	L	FC	1972	102	38	38	10	8.8	13.1	6,056
South Dakota . .	L(b)	L	1971	70	28	28	10	2.4	3.3	9,516
Wisconsin.	L	L	1972	99	99	0	1	0.96	0.93	44,626

Abbreviations: B—Board or Commission; FC—Federal Court; SC—State Court; L—Legislature

(a) Population figures given are those that were valid at the time of the last legislative apportionment and do not in all cases reflect 1970 census data

(b) Constitution or statutes provide for another agent or agency to reapportion if the Legislature is unable to do so

APPORTIONMENT OF LEGISLATURES
SENATE
(As of late 1977)

State	Initial reapportioning agency	Present apportionment by	Year of most recent apportionment	Number of Seats	Number of districts	Number of multi-member districts	Largest number of seats in district	Percent deviation in actual v. average population per seat — Greatest over +	Greatest under −	Average population each seat(a)
Illinois.	L(b)	L	1973	59	59	0	1	0.8	0.6	188,372
Iowa.	L(b)	SC	1972	50	50	0	1	0.0	0.0	56,507
Kansas.	L	FC	1972	40	40	0	1	2.56	2.02	56,231
Minnesota	L	FC	1972	67	67	0	1	1.88	1.83	56,870
Missouri.	B	B	1971	34	34	0	1	4.9	4.9	137,571
Nebraska	L	L	1971	49	49	0	1	1.4	1.1	30,280
North Dakota . .	L	FC	1972	51	38	5	5	8.8	13.1	12,113
South Dakota . .	L(b)	L	1971	35	28	3	5	2.4	3.3	19,035
Wisconsin.	L	L	1972	33	33	0	1	0.71	0.55	133,877

Abbreviations: B—Board; FC—Federal Court; SC—State Court; L—Legislature

(a) Population figures given are those that were valid at the time of the last legislative apportionment and do not in all cases reflect 1970 census data

(b) Constitution or statutes provide for another agent or agency to reapportion if the Legislature is unable to do so

Source: The Book of States, Council of State Governments

GERRYMANDERING STATE LEGISLATIVE DISTRICTS

Directions: State legislative district boundaries are drawn to reflect population changes in a state. Generally legislative districts are re-defined after each 10-year Federal Census. The political party in control of the legislature has an advantage. It can organize the districts to insure its continued control. This problem involves you in the gerrymandering process.

The State Legislature has determined that State Representative Districts will contain 30,000 people. A recent Supreme Court ruling permits a 3% deviation from the average, so districts may range from 29,100 to 30,900.

Your task is to determine five State Representative Districts for Metro County (population - 150,160). A map of Metro County is on the next page. Use this map to show the State Representative Districts. You may assume Republican control of the legislature and draw the districts' boundaries so there will be a tendency to elect at least 3 Republicans from Metro County. However, you may wish to assume Democratic control. In the latter case, draw the districts so there will be a tendency to elect at least 3 Democrats from Metro County.

RULES FOR REAPPORTIONING LEGISLATIVE DISTRICTS

1. Representative Districts must contain approximately 30,000 people. There must be between 29,100 and 30,900 people in each district.
2. Representative Districts must be contiguous; that is, each part must be joined to another part of the district. (A district cannot be in two separated parts).
3. Political subdivisions, as shown on the map, cannot be divided. (E.g., you cannot have part of a ward in one district and another part of the ward in another district).
4. Show district lines with magic marker, or shade districts with different colored pencils.

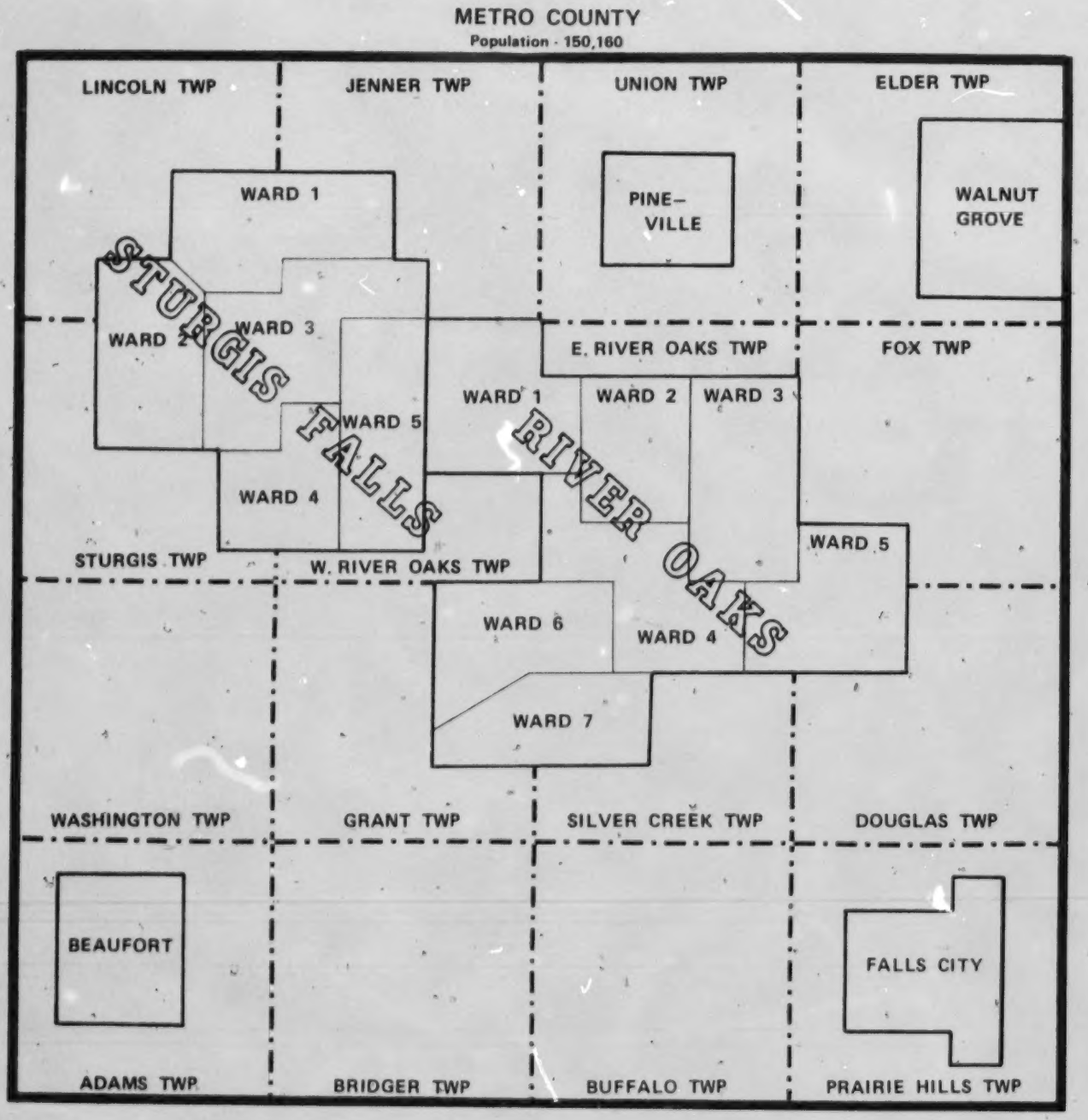
Population and Voting Statistics of Metro County

Voting Statistics represent average votes received by Candidates for State Representative in past 5 General Elections.

Political Subdivision	Population[1]	Average Number of Votes Democratic	Republican
Adams Twp	290	120	90
Beaufort City	2000	650	350
Bridger Twp	210	90	75
Buffalo Twp	280	140	80
Douglas Twp	2100	400	575
E. River Oaks Twp	1000	275	225
Elder Twp	200	45	55
Falls City	3000	600	900
Fox Twp	350	75	100
Grant Twp	3000	1050	1100
Jenner Twp	1400	200	500
Lincoln Twp	200	40	60
Pineville	300	60	80
Prairie Hills Twp	220	35	55
River Oaks			
Ward 1	13555	2300	4100
Ward 2	13425	5650	2000
Ward 3	13685	4350	2500
Ward 4	13300	4075	2750
Ward 5	13725	5010	1790
Ward 6	13810	1450	5200
Ward 7	13500	2200	4700
Silver Creek Twp	2300	375	850
Sturgis Falls			
Ward 1	6700	1700	1800
Ward 2	7300	1900	1600
Ward 3	6900	1400	2000
Ward 4	7100	900	2600
Ward 5	7000	1450	2050
Sturgis Twp	300	65	85
Union Twp	400	90	110
Walnut Grove	1000	240	260
Washington Twp	510	175	125
W. River Oaks Twp	1100	250	350
Total	150160	37360	39115

1 - Population of towns are separate from township populations.

GERRYMANDERING STATE LEGISLATIVE DISTRICTS



HOW A BILL BECOMES A LAW *in the State Legislature*

NOTE TO TEACHER

The next five (5) pages form an activity to be used with a study of state legislatures. Typically teachers of government have prepared a worksheet consisting of a list of steps taken in the lawmaking process with students expected to arrange the steps in proper order. This activity represents an alternative to the usual paper and pencil exercise.

This activity requires students to match the sixteen (16) cartoons/sketches with the appropriate descriptions numbered 1 - 16. In using the activity, it is suggested that the three pages describing the lawmaking process be stapled together and given to the students with the two separate pages of cartoons/sketches. Students may cut the cartoons/sketches and paste or scotch tape them above the appropriate description.

Answers

Steps	Cartoon
1	7
2	8
3	4
4	6
5	14
6	16
7	1/15
8	2
9	1/15
10	12
11	10
12	5
13	3
14	9
15	11
16	13

Note Item 15. Since the number of days which the Governor may hold legislation varies in the several states, blank spaces have been provided in Item 15. The instructor should add this information before distributing the activity to students.

HOW A BILL BECOMES A LAW *in the State Legislature*

1 A bill may be introduced by a senator, a representative, or a group of either or both. Sometimes a bill is introduced by a standing or special committee. If an outside party wants to introduce a bill, it must be given to a member of the legislature for introduction.

2 After filing with the chief clerk, the bill is referred to a committee.

3 A sub-committee is assigned to the bill, and eventually the entire committee makes one of these recommendations: a. that the bill be returned to the floor for passage; b. that it be amended and passed; c. that it be returned with no recommendation; d. that it be referred to another committee; e. that a completely new bill be substituted; or f. that action be indefinitely postponed.

4 If the bill is recommended for passage, it is placed on the calendar in the order of its number.

5 When the bill is reached on the calendar, the author of the bill makes a brief statement of its provisions. Then it is open for amendments.

6 After all amendments are disposed of, the author moves that it be read for the last time and placed upon its passage.

7 If a constitutional majority of the members vote in favor of the bill, it is declared passed and is transmitted in its amended form to the other house.

8 The other house now puts the bill through essentially the same procedure.

9 If it is passed in this house without amendment, it is sent to the Governor for his signature. If, however, this house amends it, the bill is sent back, with amendments, to the house in which it originated.

10 If the first house refuses to concur in the amendments and if the other house insists on the amendments, a conference committee is appointed to iron out difficulties.

11 If the conference committee can reach an agreement, it submits its findings to both branches of the General Assembly. This committee report is not subject to amendment. If the bill is voted on favorably by both houses, it is prepared in final and corrected form (enrolled), signed by the presiding officers of both houses, and sent to the Governor for his signature.

12 If the Governor approves the measure, he signs it and deposits it with the secretary of state.

13 If the Governor disapproves the measure, he must return it to the house in which it originated.

14 The bill can still be enacted into law by a two-thirds vote of both houses to over-ride the Governor's veto.

15 Bills submitted to the Governor during the last ___ days of the legislative session may lie on his desk for ___ days for his consideration. The veto of any bill in this ___ day period naturally kills it, for the legislature is not there to over-ride the veto.

16 Before this period, however, if the Governor neither approves nor disapproves the bill within three days, it becomes a law without his signature.

1

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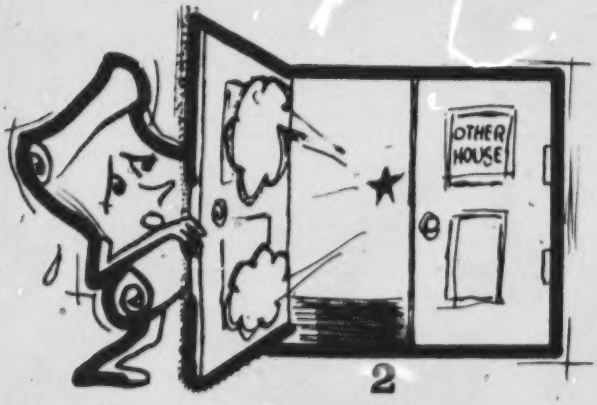

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THE GOVERNOR'S ROLES IN STATE GOVERNMENT

Directions: The Governor serves several functions in State Government. For this next week, record examples of your Governor fulfilling these roles.

1. The Governor as a Legislator (recommending, influencing legislation).

2. The Governor as the state's chief law enforcer.

3. The Governor as the state's representative in relationships with other states and/or the Federal Government.

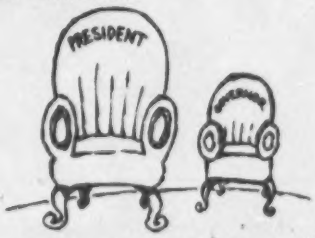
4. The Governor as Commander-in-Chief of the State Militia (National Guard).

5. The Governor influencing the Judicial Branch of State Government.

6. The Governor as a Political Party leader.

COMPARING THE GOVERNOR'S POWERS WITH THE PRESIDENT'S

Directions: **Political scientists note many similarities between the office of President and that of State Governors. For each of the items listed below, write a check mark (✓) in the left-hand column, if it is a power of the president; write a check mark (✓) in the right-hand column, if it is a power possessed by your Governor.**



The President has power to:		The Governor has power to:
_____	1. Convene law making body into special session.	_____
_____	2. Appoint heads of executive departments.	_____
_____	3. Command the armed forces.	_____
_____	4. Recommend legislation to law-making body.	_____
_____	5. Write treaties and agreements with foreign countries.	_____
_____	6. Veto items in appropriation bills.	_____
_____	7. Set the income tax rate each year.	_____
_____	8. Pardon individuals convicted of felonies or misdemeanors.	_____
_____	9. Restore the voting rights of convicted felons.	_____
_____	10. Appoint Supreme Court and District Court justices.	_____
_____	11. Prepare a budget of estimated governmental spending.	_____
_____	12. Receive ambassadors and ministers from foreign nations.	_____
_____	13. Veto bills passed by the law-making body.	_____
_____	14. Set the date for special elections to fill vacancies in the law-making body.	_____
_____	15. Adjourn the law-making body when the two houses cannot agree on an adjournment date.	_____

SELECTING JUDGES IN THE MIDWEST

Directions: Use the information in the chart, "Selecting Judges in the Midwest," to help answer these questions.

1. In which states are Justices of the State Supreme Court appointed by the Governor?

2. In which states are Justices of the State Supreme Court elected in partisan elections?

3. In which state are Supreme Court Justices appointed for the longest term of office?

4. In which state are Justices of major trial courts elected for the shortest term of office?

5. Which two states have the largest number of trial judges?

6. What are the advantages of the voters electing Justices of the State Supreme Court and major trial courts?

7. What are the advantages of Justices of the State Supreme Court and major trial courts being appointed by the Governor?

SELECTING JUDGES IN THE MIDWEST

Method of Selecting Judges in Nine Midwestern States

	Supreme Court					Major Trial Courts				
	Number	Term Number of Years	Method of Selection			Number	Term Number of Years	Method of Selection		
			App't	Election				App't	Election	
				Partisan	Non-Partisan				Partisan	Non-Partisan
Illinois	7	10		X		360	6		X	
Iowa	9	8	X[1]			85	6	X[1]		
Kansas	7	6	X[1]			64	4			X
Minnesota	9	6			X	72	6			X
Missouri	7	12	X[1]			112	6		X	
Nebraska	7	6	X[1]			45	6	X[1]		
North Dakota	5	10			X	19	6			X
South Dakota	5	8			X	36	8			X
Wisconsin	7	10			X	179	6			X

[1] Candidate recommended to Governor by nominating commission.
Justices approved by voters at end of term.

Source: The Book of States, Council of State Governments

PAYING FOR GOVERNMENT

Directions: **Use the information in the Table, "Where Your State Stands" to answer the questions.**

WHERE YOUR STATE STANDS

State and Local Taxes

Payments During Year Ended June 30, 1976

State	Share of Personal Income	Tax Collections Per Person
Alaska	21.8%	$1,895.84
New York	17.3%	$1,139.94
Vermont	15.1%	$ 742.00
California	14.9%	$ 964.20
Massachusetts	14.7%	$ 902.71
Hawaii	14.6%	$ 934.68
Wyoming	14.4%	$ 846.56
Minnesota	14.3%	$ 822.68
Maine	14.2%	$ 671.42
Wisconsin	14.0%	$ 790.57
Arizona	13.9%	$ 731.43
Montana	13.2%	$ 708.88
New Mexico	12.8%	$ 598.12
Maryland	12.7%	$ 814.25
Nevada	12.7%	$ 820.32
Louisiana	12.6%	$ 609.84
Oregon	12.4%	$ 703.39
Colorado	12.4%	$ 728.00
Utah	12.3%	$ 592.56
Rhode Island	12.2%	$ 710.52
South Dakota	12.2%	$ 596.32
Michigan	12.1%	$ 749.04
Mississippi	12.0%	$ 486.19
West Virginia	12.0%	$ 584.09
Washington	11.9%	$ 728.00
New Jersey	11.8%	$ 792.83
North Dakota	11.7%	$ 666.91
District of Columbia	11.7%	$ 924.05
Idaho	11.6%	$ 590.38
Pennsylvania	11.5%	$ 683.91
Iowa	11.5%	$ 700.64
Delaware	11.4%	$ 768.30
Illinois	11.4%	$ 769.42
Kentucky	11.4%	$ 548.66
Connecticut	11.2%	$ 777.84
Kansas	11.0%	$ 651.27
Georgia	10.9%	$ 548.65
Nebraska	10.9%	$ 657.62
New Hampshire	10.8%	$ 571.44
South Carolina	10.7%	$ 489.20
North Carolina	10.7%	$ 527.26
Virginia	10.7%	$ 609.19
Texas	10.5%	$ 581.29
Indiana	10.4%	$ 588.14
Missouri	10.4%	$ 570.20
Oklahoma	10.3%	$ 529.75
Tennessee	10.1%	$ 493.17
Florida	10.1%	$ 565.80
Ohio	10.0%	$ 585.79
Alabama	9.9%	$ 455.19
Arkansas	9.8%	$ 453.74
U.S. AVERAGE	12.5%	$ 730.52

Source: U.S. Dept. of Commerce

1. In which state were tax collections the highest? The lowest?

2. In which state were tax collections the greatest portion of personal income? The lowest portion?

3. Where does your state rank (from 1-51, highest to lowest) in terms of share of personal income for taxes?

4. Where does your state rank (from 1-51, highest to lowest) in terms of tax collections per person?

5. How many states have tax collections higher than the U.S. average?

6. How would you estimate the total personal income for any one state?

7. What additional information do you need to compute any one state's total tax collections?

INCREASING STATE REVENUES

Directions: **The revenues of state governments have increased substantially in the past two decades. A change in tax rates accounts, in part, for the additional money. Answer the questions with the information contained in the chart, "State Sales Taxes--Then and Now."**

STATE SALES TAXES-THEN AND NOW

State	Current Rate	Rate on July 1, 1966	State	Current Rate	Rate on July 1, 1966
Ala.	4%	4%	Mo.	3.125%	3%
Ariz.	4%	3%	Neb.	3%	No tax
Ark.	3%	3%	Nev.	3%	2%
Calif.	4.75%	3%	N.J.	5%	3%
Colo.	3%	3%	N.M.	4%	3%
Conn.	7%	3.5%	N.Y.	4%	2%
D.C.	5%	3%	N.C.	3%	3%
Fla.	4%	3%	N.D.	3%	2.25%
Ga.	3%	3%	Ohio	4%	3%
Hawaii	4%	4%	Okla.	2%	2%
Ida.	3%	3%	Pa.	6%	5%
Illinois	4%	3.5%	R.I.	5%	4%
Ind.	4%	2%	S.C.	4%	3%
Iowa	3%	2%	S.D.	4%	3%
Kan.	3%	3%	Tenn.	3%	3%
Ky.	5%	3%	Tex.	4%	2%
La.	3%	2%	Utah	4%	3%
Me.	5%	4%	Vt.	3%	No tax
Md.	4%	3%	Va.	3%	No tax
Mass.	5%	3%	Wash.	4.5%	4.2%
Mich.	4%	4%	W. Va.	3%	3%
Minn.	4%	No tax	Wis.	4%	3%
Miss.	5%	3.5%	Wyo.	3%	2.5%

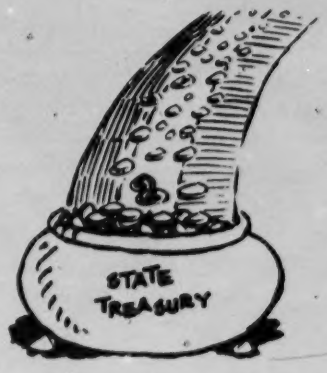
Source: Commerce Clearing House, Inc. in Chicago, Illinois

1. How many states have increased their sales tax since 1966?

2. Which states now have a sales tax that did not have one in 1966?

3. Which states have not raised their sales tax since 1966?

4. Which of these nine Midwestern states (Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin) have raised their sales tax since 1966?



5. Would you favor an additional 1% sales tax in your community to help finance public schools?

6. Were any items added or deleted from sales tax in your state?

VOTING IN THE MIDWEST

State	Minimum residence requirements (days)	Registration			
		Permanent (all areas)	Closing date (days before election)	Cancellation for failure to vote (years)	Covers all elections
Illinois	30D	+	28	4	+
Iowa	None	+	(a)	4	+
Kansas	20	+	20	..	+
Minnesota	20	+	20(b)	4	(c)
Missouri	30	+	(d)	..	+
Nebraska	None	+	(e)	..	+
North Dakota	30	None	...	..	..
South Dakota	None	+	15	4	+
Wisconsin	10	(f)	(g)	4	+

Note: All States require U. S. citizenship and a minimum voting age of 18. No state has property qualifications for voting in a general election. All literacy tests were suspended until 1975 by the Federal Voting Rights Act of 1970.

Symbols: D—District

(a) Tenth day before election.

(b) Voter may also register on election day

(c) All except school elections

(d) Fourth Wednesday before election

(e) Second Friday before election

(f) In municipalities with population of over 5,000; under 5,000 by local option

(g) Second Wednesday before election

Source: The Book of States, Council of State Governments

1. Which states do not have any residency requirements for voting?

2. What is the longest residency requirement for any of the nine states?

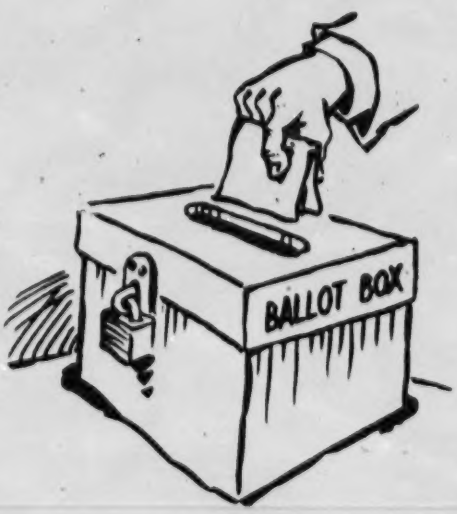
3. What is the minimum voting age in the United States?

4. How many states require a person to own property before they can vote?

5. Do all of the states require a citizen to register before election day? What is the exception?

6. Which states would cancel your voter registration if you failed to vote in elections for a number of years.

7. In which states would you continue to be registered to vote even though you never voted in an election?



Application problem: You are a member of a state legislature. A bill has been introduced to provide for election day voter registration. This enables non-registered voters to register as they vote. Prepare a written brief stating your opinion, for or against, this bill.

RUNNING FOR STATE OFFICE

CONSTITUTIONAL QUALIFICATIONS FOR ELECTION TO STATE OFFICE*

	Governor and Lieutenant Governor				Legislature					
					Age		State resident (years)			
State	Age	U.S. citizen (years)	State citizen/ resident (years)	Other	House	Senate	House	Senate	District resident, House & Senate (years)	Other
Illinois	25	(a)	3	...	21	21	...	...	2	(b)
Iowa	30	(a)	2	...	21	25	1	1	60 da.	(b)
Kansas (c)	...	...	...	...	(d)	(d)	...	...	(e)	(d)
Minnesota	25	(a)	1	...	(d)	(d)	1	1	6 mo.	(d)
Missouri	30	15	10	...	24	30	2	3	1	(d)
Nebraska	30	(a)	5(f)	...	U	21	U	...	1	(d)
North Dakota	30	(a)	5	(d)	21	25	2	2	(e)	(d)
South Dakota	...	(a)	2	...	25	25	2	2	...	(b,d,g)
Wisconsin	(d)	(a)	...	(d)	(d)	(d)	1	1	...	(d)

* Some states may have established statutory qualifications

U Unicameral Legislature

(a) Number of years not specified

(b) U. S. citizen

(c) Kansas has no constitutional qualifications for the Office of Governor; however, it provides that no member of Congress or other person holding a state or federal office shall be Governor

(d) Must be a qualified voter

(e) Reside in district, no time limit

(f) Resident and citizen

(g) No bribery convictions. South Dakota: No bribery, perjury, or infamous crimes

Source: The Book of States, Council of State Governments

You decide to be a candidate as state representative in your legislative district. You have reached this decision after meeting with leaders of your political party. As a first step, you obtain nomination papers from the Secretary of State. From the chart on qualifications for election to state office, answer the following questions related to your candidacy:

1. How long must you have resided in the state to qualify as a candidate?

2. How long must you have resided in your legislative district to qualify as a candidate?

3. What are the age limitations to become a candidate for state representative? State senator?

4. How long must a candidate have been a citizen of the United States?

Would you favor a proposal to change the age qualifications to 18 for Governor, Lt. Governor, and state legislators, such as Wisconsin? In forming your opinion, consider the advantages and disadvantages of such a proposal.

FUNCTIONS OF POLITICAL PARTIES

Directions: Political parties serve several purposes. Listed below are six of these purposes. For each of the activities described, select the purpose(s) related to each. It is possible to assign more than one purpose to any of the statements.

A. To select candidates for public office.
B. To identify issues for political campaigns.
C. To inform voters about issues and candidates.
D. To raise funds to finance political campaigns.
E. To insure the good performance of officeholders.
F. To serve as a "watchdog" when opposition party is in power.

_____ 1. The Cerro Gordo County (Iowa) Democrats select delegates to attend the Democratic State Convention.

_____ 2. Kansas Republicans hold a barbecue in every county in Kansas, charging $25 per person.

_____ 3. The South Dakota Democratic Chairman urges a citizen to seek the office of State Representative.

_____ 4. The Douglas County (Nebraska) Democratic Central Committee asks a Democratic Court House officeholder to explain the attitude of clerks in his office.

_____ 5. The Leavenworth County (Kansas) Democratic Central Committee studies the financial report of a Republican-controlled County Board of Supervisors.

_____ 6. The Missouri Democratic Party purchases one-minute TV spots to state its view of energy problems.

_____ 7. Democratic legislators question contracts for highway construction by a Republican-controlled Iowa Department of Transportation.

_____ 8. A Democratic Governor gives a major energy resources address to the people on a state-wide television network.

_____ 9. The North Dakota Republican Central Committee believes people are interested in changing the welfare system.

_____ 10. A Yankton (S. Dakota) County political party chairman visits the Court House offices of party officeholders.

_____ 11. A Democratic political party caucus in Omaha, Nebraska elects two precinct committee persons.

_____ 12. A Shawnee (Kansas) County Democratic Central Committee analyzes law enforcement policies of a Republican sheriff.

_____ 13. The Jackson County (Missouri) Republican Central Committee distributes leaflets describing their candidates' stands on campaign issues.

_____ 14. The Republican Governor of Iowa holds a press conference to state his views on legislation passed by a Democratic-controlled legislature.

_____ 15. A Republican Party County Chairman in Grand Forks (N. Dakota) reports shortages in the funds of a Republican county official.

CHOOSING A STATE REPRESENTATIVE

Directions: Read the brief biographical sketches of the four hypothetical candidates for State Representative. Answer the three questions with information contained in the sketches plus your knowledge of State Government and political activity.

Alma Pedersen: Born Oct. 2, 1923 in River Oaks. Graduated River Oaks High School, State University and University Law School. Married: Lars Pedersen; children: Karl, Eric, and Kari. Member of private law firm - Holmstrom, Pedersen and Pedersen. Member, County and State Bar Association, River Oaks Outing Club, River Oaks Country Club, Business and Professional Women's Club. Lutheran. Republican. Served in previous legislative session.

Alex McClintock: Born in River Oaks, Age 24. Graduated River Oaks High School, State University. Member of University Debate team. Staff assistant for G.O.P. State Central Committee for one year. Member of G.O.P. State Central Committee. Former Chairman of County Republican Central Committee. Member, River Oaks Club, Common Cause, Pastoral Council of Catholic Diocese of River Oaks. Single. Catholic. Republican.

Eugene Grunwald: Born Dec. 1, 1927 in North River Oaks. Graduated from River Oaks High and completed 18 month course in Marketing at River Oaks Business College. Married Aug. 15, 1950, Wife: Sarah; children: Lynn and Melinda. Supermarket owner and realtor. Retired from active business. Member, Board of Directors of River Oaks Supermarket, and First National Bank, River Oaks, Inc., Chamber of Commerce, Rotary, Elks, American Legion, V.F.W. Veteran World War II, Member United Church of Christ. Democrat. Served in two previous legislative sessions.

J. Everett Parks: Born Sept. 6, 1923 in Chicago. Married Ellen Adams in Pensacola, Fla. on Feb. 14, 1945. Children: Robert and Elizabeth. B.A. and M.A., University of Chicago, Ph. D., Northwestern University. Teacher and History professor at River Oaks College. Veteran World War II, U.S. Navy. Member of Baptist Church, N.A.A.C.P. Professional membership in American Historical Association, State Education Association, State Historical Society, Phi Alpha Theta, Phi Delta Kappa. Democrat.

1. What advantages are possessed by each candidate in campaigning for the office of State Representative?

Grunwald	McClintock	Parks	Pedersen

2. If you lived in this legislative district, which candidate would be your first choice?

3. Which candidate would most likely be able to campaign full time before the election?

4. Which candidate would most likely favor making the position of state legislator a full-time job?

MAKING A POLITICAL PARTY DECISION

Assume that you are chairman of a county central committee of one of the major political parties. The election is two weeks away and precinct workers from all over the county indicate that your party is in trouble. Confidential polls show that your party's candidates are in "neck-and-neck" races with opposition candidates. Normally your party has carried the county with 55-60% of the popular vote. Furthermore, your county is important to your party's Congressional candidate. Your Congressional candidate must win in your county by 5,000 to 8,000 votes to offset opposition strength in other parts of the Congressional District. Only last week you received a call from National Party Headquarters reminding you of the importance of your county to the national campaign.

You firmly believe that your party offers a better program to the people in your county and state than the opposition party.

With two weeks to go before the election, a clerk from the County Auditor's office informs you that he has evidence of embezzlement by a clerk in the County Treasurer's office. The Auditor's clerk estimates the shortage at $10,000. He further informs you that the State Auditor, a member of the opposition party, has tentatively scheduled an audit of your county's books sometime this month. Also the Treasurer's clerk confided to the Auditor's clerk that most of the embezzled funds had been spent on a car, clothes, and gambling losses. You immediately realize that such a scandal could cost your party the election. The defeat of county office-holders would result in a loss of jobs for several hundred sincere, hard-working county employees. As county party chairman, you have several alternatives:

a. Advise the Auditor's clerk to give the information to the County Attorney and advise prosecution of the Treasurer's clerk. You will also issue a public statement denouncing the clerk at the time the County Attorney tells the press about the affair. Although an election is important, you are more concerned about honesty in government.

b. Tell the Auditor's clerk to keep quiet about the incident, hoping no one else including the State Auditor discovers it until after the election.

c. Tell the Auditor's clerk to work with the Treasurer's clerk in destroying any evidence that will reveal the shortage of funds. At the same time, you inform the Treasurer's clerk that you expect a generous contribution to the party's campaign fund.

d. Arrange a secret meeting of party workers and county employees. At this meeting all would be told of the affair plus what its impact would be if it were revealed to the public. Take up a collection from party workers and county employees to make up the shortage.

What alternative would you take if you were the county party chairman? What reasons can you offer for your decision?

ELECTING A PRESIDENT

Directions: Below and on the next page are statistics regarding a hypothetical election for U.S. President, Vice President and members of Congress. From the information given, and with your knowledge of the system used to elect a President, you are to determine which candidates were elected.

State	No. of Electoral Votes	Republican Candidate	Democratic Candidate	Third Party Candidate	Electoral Vote		
					R	D	3rd
Alabama	9	225,000	255,000	485,000			
Alaska	3	45,000	30,000	10,000			
Arizona	6	255,000	205,000	25,000			
Arkansas	6	162,000	210,000	325,000			
California	45	2,425,000	4,515,000	75,000			
Colorado	7	475,000	315,000	35,000			
Connecticut	8	310,000	715,000	125,000			
Delaware	3	100,000	75,000	10,000			
District of Columbia	3	45,000	85,000	25,000			
Florida	17	610,000	605,000	675,000			
Georgia	12	325,000	425,000	650,000			
Hawaii	4	105,000	104,000	10,000			
Idaho	4	148,000	147,500	14,000			
Illinois	26	2,810,000	2,700,000	75,000			
Indiana	13	1,215,000	1,210,000	80,000			
Iowa	8	700,000	625,000	15,000			
Kansas	7	510,000	450,000	10,000			
Kentucky	9	175,000	350,000	525,000			
Louisiana	10	200,000	250,000	420,000			
Maine	4	250,000	200,000	5,000			
Maryland	10	325,000	330,000	425,000			
Massachusetts	14	900,000	1,500,000	25,000			
Michigan	21	1,500,000	1,350,000	200,000			
Minnesota	10	600,000	1,000,000	20,000			
Mississippi	7	50,000	150,000	200,000			
Missouri	12	475,000	1,050,000	20,000			
Montana	4	175,000	125,000				
Nebraska	5	310,000	250,000	25,000			
Nevada	3	80,000	60,000	5,000			
New Hampshire	4	185,000	100,000	15,000			
New Jersey	17	1,050,000	1,985,000	20,000			
New Mexico	4	205,000	150,000	15,000			
New York	41	4,105,000	4,100,000				
North Carolina	13	500,000	325,000	755,000			
North Dakota	3	150,000	135,000	20,000			
Ohio	25	2,300,000	2,215,000	10,000			
Oklahoma	8	520,000	410,000				
Oregon	6	375,000	325,000	15,000			
Pennsylvania	27	1,600,000	3,100,000				
Rhode Island	4	225,000	210,000	20,000			
South Carolina	8	275,000	45,000	300,000			
South Dakota	4	150,000	145,000	15,000			
Tennessee	10	525,000	310,000	625,000			
Texas	26	715,000	825,000	1,425,000			
Utah	4	225,000	215,000	10,000			
Vermont	3	110,000	80,000				
Virginia	12	115,000	195,000	395,000			
Washington	9	620,000	590,000	125,000			
West Virginia	6	430,000	410,000	75,000			
Wisconsin	11	930,000	775,000	10,000			
Wyoming	3	75,000	60,000	5,000			
Total	538	30,890,000	35,791,500	8,380,000			

ELECTING A PRESIDENT

Membership in the Congress Which Records
The Electoral Vote

State	House		Senate	
	Rep.	Dem.	Rep.	Dem.
Alabama	4	3	0	2
Alaska	1	0	1	1
Arizona	3	1	1	1
Arkansas	3	1	1	1
California	5	38	2	0
Colorado	3	2	2	0
Connecticut	4	2	0	2
Delaware	1	0	1	1
Florida	2	13	0	2
Georgia	2	8	0	2
Hawaii	2	0	0	2
Idaho	2	0	2	0
Illinois	5	19	2	0
Indiana	2	9	0	2
Iowa	4	2	2	0
Kansas	3	2	2	0
Kentucky	5	2	2	0
Louisiana	1	7	0	2
Maine	2	0	2	0
Maryland	3	5	1	1
Massachusetts	4	8	1	1
Michigan	2	17	2	0
Minnesota	5	3	1	1
Mississippi	3	2	0	2
Missouri	3	7	1	1
Montana	2	0	2	0
Nebraska	2	1	2	0
Nevada	1	0	0	2
New Hampshire	2	0	2	0
New Jersey	2	13	1	1
New Mexico	2	0	0	2
New York	5	34	1	1
North Carolina	2	9	0	2
North Dakota	1	0	1	1
Ohio	3	20	0	2
Oklahoma	1	5	0	2
Oregon	3	1	1	1
Pennsylvania	4	21	0	2
Rhode Island	2	0	0	2
South Carolina	1	5	1	1
South Dakota	2	0	1	1
Tennessee	0	8	1	1
Texas	2	22	1	1
Utah	2	0	1	1
Vermont	1	0	2	0
Virginia	2	8	0	2
Washington	2	5	0	2
West Virginia	3	1	1	1
Wisconsin	2	7	0	2
Wyoming	1	0	1	1
TOTAL	123	312	45	55

1. How many electoral college votes does your state have?

2. Which candidates received the most popular votes?

3. What was the total number of electoral votes received:

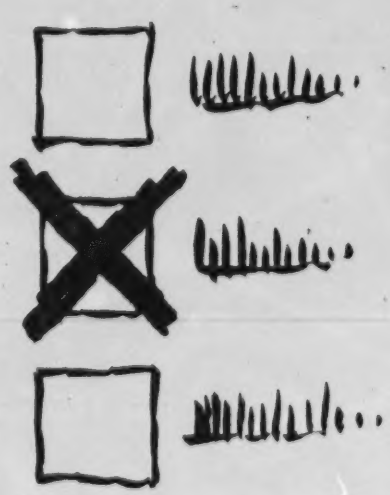
   a. By the Democratic candidate? _____
   b. By the Republican candidate? _____
   c. By the 3rd party candidate? _____

4. Which candidate was elected President?

5. Which candidate was elected Vice-President?

6. How many votes did the President receive?

7. How many votes did the Vice-President receive?



LOOKING FOR A CAREER IN STATE AND LOCAL GOVERNMENT

Directions: The chart below lists six careers in either state or local governments. In the left-hand column, "My Interest," indicate your reaction to each of the careers. Write the number 1 for those that interest you, the number 5 for those which do not appeal to you. You may use the numbers in between 1 and 5 (2, 3, and 4) to show degrees of interest.

My Interest	Career and How Job is Obtained	Employer	Job Description	Qualifications
	State Legislator Elected by voters in legislative district	State Government	Represents people of legislative district in making laws for Iowa; represents constituents in dealings with State agencies.	Constitutional requirements: Age - 21 for Representative; 25 for Senator: Resident of district for 1 year prior to election. Sensitive to the needs of people in district.
	Auto License Clerk Appointed by County Treasurer with approval of County Board of Supervisors	County Government	Issues licenses and registrations to owners of vehicles; Processes titles to vehicles; Records liens on vehicles; Answers questions related to fees, titles.	Ability to type license, registration and title forms; compute license fees and penalties; file. Must be able to meet public and respond to questions related to vehicular taxes and registrations.
	Highway Engineer Employed by State Dept. of Transportation, County Engineer or City Streets Dept.	State, County, or City Government	Plans new highway or street construction; Checks on progress of construction projects and repairs; Determines kinds and location of traffic controls.	BS degree in Civil Engineering. Summer jobs (while in college) related to highway construction are helpful. Aptitude for math is necessary.
	Juvenile Probation Officer Employed by Court Services	State, County, or City Government	Works with youth charged with delinquency. Helps them to adjust to problems; Provides counseling services.	BA degree in Social Work; Corrections. Casework experience in correctional institutions or social agencies; Sensitive to needs of youth in variety of environments.
	Clerk in Elections Office Appointed by County	County Government	Processes voter registrations; type registration and election materials; file; assemble precinct books	HS diploma; Ability to type forms accurately; file materials. Ability to meet public and answer questions about voting and elections.
	Road Maintenance Worker Employed by State, County, of city	State, County, or City Government	Operate road maintenance equipment - snow plows, road graders, dump trucks; Identify items in need of repair such as culverts, bridges.	Ability to operate heavy equipment; work experience in road maintenance.

COUNTING PUBLIC EMPLOYEES IN THE MIDWEST

Directions: Use the information in the table, "Number of State and Local Government Employees," to answer the questions.

1. Which state had the most state and local government employees in 1956? In 1966? In 1976?

2. Which state had the most employees for its population in 1956? In 1966? In 1976?

3. Which state had the least number of employees in 1956? In 1966? In 1976?

4. Which state had the least number of employees for its population in 1956? In 1966? In 1976?

5. Which state gained the most employees between 1956 and 1976?

6. Which state gained the most state and local employees for its population between 1956 and 1976?

7. What is your reaction to a proposal to reduce state and local government employees by one-third and thus reduce taxes by one-third?

COUNTING PUBLIC EMPLOYEES IN THE MIDWEST

NUMBER OF STATE AND LOCAL GOVERNMENT EMPLOYEES [1]

October, 1956

	Number of Employees Full-time Equivalent		Number per 10,000 pop.* Full-time Equivalent		
	State	Local	State & Local	State	Local
Illinois	47,429	190,287	252.0	50.3	201.7
Iowa	21,788	58,962	300.0	80.9	219.0
Kansas	18,010	46,275	305.7	85.6	220.0
Minnesota	24,698	68,824	287.9	76.2	211.7
Missouri	24,182	79,858	244.5	56.8	187.7
Nebraska	11,780	33,740	321.9	83.3	238.6
North Dakota	5,232	12,902	276.0	79.6	196.4
South Dakota	6,251	14,939	304.5	89.8	214.6
Wisconsin	20,586	78,753	263.9	54.7	209.2

*Based on estimated population, July 1, 1956

October, 1966

	Number of Employees Full-time Equivalent		Number per 10,000 pop.* Full-time Equivalent		
	State	Local	Total	State	Local
Illinois	84,545	285,830	345.4	78.9	266.6
Iowa	29,420	82,491	407.4	107.1	300.3
Kansas	27,466	76,710	463.0	122.1	340.9
Minnesota	35,878	101,565	384.3	100.3	284.0
Missouri	40,213	116,399	347.4	89.2	258.2
Nebraska	15,835	44,629	415.3	108.8	306.5
North Dakota	8,736	19,909	439.2	134.4	304.8
South Dakota	9,256	19,939	428.1	135.7	292.4
Wisconsin	17,454	126,900	396.0	90.0	305.0

*Based on estimated population, July 1, 1966

October, 1976

	Number of Employees Full-time Equivalent		Number per 10,000 pop.* Full-time Equivalent		
	State	Local	Total	State	Local
Illinois	113,355	376,548	436	101	335
Iowa	40,642	101,271	494	142	353
Kansas	35,701	83,633	517	155	362
Minnesota	51,481	142,692	490	130	360
Missouri	62,669	149,859	445	131	314
Nebraska	25,773	60,327	554	166	388
North Dakota	11,398	18,808	470	177	293
South Dakota	12,033	20,628	476	175	301
Wisconsin	53,360	161,414	466	116	350

*Based on estimated population, July 1, 1976

[1] Includes education employees

Source: Public Employment in 1976, U.S. Bureau of the Census.

SHOPLIFTING IN THE MIDWEST

SHOPLIFTING PENALTIES IN MIDWESTERN STATES

States	Misdemeanor			Felony		
	Value of Goods Less Than	Maximum Term of Confinement in Years	Fine	Value of Goods More Than	Maximum Term of Confinement in Years	Fine
Illinois	150	1 yr.	1,000	150	1-20	10,000
Iowa	20	1/12	100	20	5	1,000
Kansas	50	0-1	–	50	1-10	–
Minnesota	100 2,500	1/4	300	100	1-5 1-10	5,000 10,000
Missouri	50	1	1,000	50	2-10	1,000
Nebraska	300	1/2	500	300	1-7	–
North Dakota	100 10,000	1	1,000	100	5 10	5,000 10,000
South Dakota	200	1	500	200	2	1,000
Wisconsin	100 2,500	1/2	200	100	5 15	5,000 10,000

Source: Drake University Research Bureau.

Directions: **Use the information in the chart "Shoplifting Penalties in Midwestern States" to help answer the questions related to Ron White's shoplifting incident.**

Ron White wanted to buy a new sweater. He had $30 to spend. He found one at a local clothing store but also two new sports shirts for $55.00 which he wanted. As the clerk wrapped the sweater, Ron slipped the shirts under his jacket. He paid the clerk for the sweater. As he moved toward the front door, the store manager stopped him and told the clerk to call the police.

1. How would Ron's crime be classified in your state, as a felony or a misdemeanor?
2. What is the maximum penalty for Ron's theft in your state?
3. In which state would the crime be classified as a felony?
4. In which state would the maximum penalty be the most severe?
5. In which state would the maximum penalty be the least severe?
6. How extensive is shoplifting in your community? (You might check with local police for number of cases.
7. Would increasing the penalties for shoplifting reduce the number each year?

MARIJUANA AND THE LAW

Directions: Use the information in the two inserts on this page plus that obtained from interviewing local resource persons to answer the questions.

1. What is the penalty for possessing one ounce of marijuana in your state?

2. What is the difference in "legalizing" marijuana and "decriminalizing" it?

3. How many states have "decriminalized" possession of marijuana according to the Drug Enforcement Agency?

4. Would legalization of marijuana help to reduce its price?

5. Would you favor legalization of marijuana so that the federal and state governments could tax its sale?

MARIJUANA AND THE LAW

According to the federal Drug Enforcement Agency, possession of marijuana is a federal offense, subject to imprisonment of one year plus $1,000 fine, except for 11 states which have decriminalized it. In the following states you cannot be arrested for possession of up to one ounce of marijuana for personal use: Alaska (unlimited amount legal for private use, but possession of over one ounce in public is subject to a fine—the law here is gray, possession of a large amount might not be construed "for personal use"), California, Colorado, Maine, Minnesota, Mississippi, Nebraska, New York, North Carolina, Ohio (up to 100 grams—approximately 3½ ounces) and Oregon. These above 11 states can impose a civil fine of up to $100 for the first offense, more for the second and detain you the third time.

You cannot be arrested on a claim that you smoke or have smoked pot. There must be evidence.

Current street prices of the drugs are (figures from the Drug Enforcement Agency):

Marijuana: $40 to $100 per ounce
Amyl Nitrite: $6 for 5 ampules
Angel Dust or PCP: $1,400 to $1,800 per ounce
Cocaine: $1,850 to $2,400 per ounce
Heroin: $2,000 to $4,000 per ounce
Quaaludes: $5 to $15 per tablet

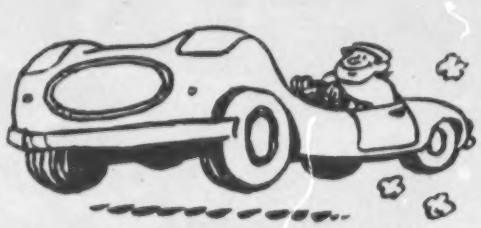
BUYING A NEW CAR

Directions: **The table below lists the tax, title fee and license fee charged by each of nine Midwestern states.**

Assume a friend of yours buys a new Pontiac Firebird Trans-Am. Its list price was $5,577.80; sales price with optional equipment was $7,213.45; weight 3,600 lbs.; 400 cu. in. engine, 180 hp.; (no trade in). Compute the total tax, title fee and license fee for each of the nine Midwestern states.

Which state charges the new car purchaser with the highest taxes and fees?

Which state charges the new car purchaser with the lowest taxes and fees?



TAXES AND LICENSE FEES ON AUTOMOBILES
Nine Midwestern States

State	Tax to be paid before titling (Based on Sales Price less Trade-in)	Title Fee	Registration (License) Fee For New Cars
Illinois	4%	3.00	Over 36 hp 30.00
Iowa	3%	2.00	40 cents per 100 lbs. & 1.00 per $100 list price
Kansas	3%	2.00	3,000 lbs. or less 13.00 3,001 lbs.-3,999 lbs. 16.25 4,000 lbs.-4500 lbs. 19.50 4,501 lbs. and over 26.00
Minnesota	4%	2.00	List price x 1.25% plus $10 (for new cars)
Missouri	3.125%	...	Over 72 hp 38.00
Nebraska	3%	3.00	15.00
North Dakota	3%	3.00	Up to 2799 lbs. $29-33 2800-3199 lbs. $37 3200-3599 lbs. $41 3600-3999 lbs. $51 4000-4499 lbs. $67 Over 4500 lbs. 95-245
South Dakota	3%[1]	...	Up to 3000 lbs. 13-24 3001-3500 lbs. 27 3501-4000 lbs. 36 4001-4250 lbs. 44 4251-4500 lbs. 49 Over 4501 lbs. 54-89
Wisconsin	3%	2.00	18.00

[1] On first registration only; no credit allowed for trade-in.

Source: The Book of States, Council of State Governments

GETTING MARRIED IN THE MIDWEST

MARRIAGE LAWS WITHIN NINE MIDWESTERN STATES

State	Age With Consent		Age Without Consent		Blood Test Required	Days Required	
	Men	Women	Men	Women		Wait for License	Wait after License
Illinois[2]	--[2]	15[2]	18	18	Yes	None	None
Iowa	16[2]	16[2]	18	18	Yes	3 days	None
Kansas	--[3]	--[3]	18	18	Yes	3 days	None
Minnesota	--	16[2]	18	18	None	5 days	None
Missouri	15	15	18	18	Yes	5 days	None
Nebraska	18	16	18	18	Yes	5 days	None
North Dakota	--[3]	15	18	18	Yes	None	None
South Dakota	18	16	18	18	Yes	3 days	None
Wisconsin	18	16	18	18	Yes	5 days	None

1 - Special laws apply to non-residents

2 - Parental consent plus Court consent required

3 - Parental or Court consent with no minimum age

Source: The Book of States, Council of State Governments

Directions: **Use the information in the chart "Marriage Laws Within Nine Midwestern States", to answer the following questions.**

Marty Klopper and Tesse Smith want to get married. Marty is sixteen and Tesse is fifteen and is pregnant. Both set of parents give their consent for the marriage.

1. In which states would Marty and Tesse need court consent in addition to that of their parents?
2. In which states would Marty have to be eighteen in order to marry Tesse?
3. In which states could Marty and Tesse with court consent regardless of his parents wishes?
4. In which state could Marty and Tesse marry without a blood test?
5. In which state would Marty and Tesse have to wait five days after applying for a license?
6. In which state would Marty and Tesse apply for a marriage license in the morning and be married in the afternoon?
7. Do you favor uniform marriage laws for each of the states?

CHOOSING A FAMILY NAME

Directions: **Read the marriage license excerpt of a typical Daily Record section of a city newspaper. Use the information in the eight entries to answer the questions.**

DAILY RECORD

LICENSED TO WED

1. Gregory N. Dirks, 21, of 710 Logan Ave., and Sheryl Ann Ubben, 19, of 1706 Fountain Road; to wed as Gregory N. and Sheryl Ann Dirks.
2. Leonard S. Cole, 25, of 1738 E. 4th St., and Shirley L. Green, 21, of 645 Walnut; to wed as Leonard S. and Shirley L. Cole.
3. Austin C. Smith, 26, of 705 Prospect, and Alicia M. Bowen, 25, of 1410 W. 5th; to wed as Austin C. Smith and Alicia M. Bowen.
4. Bryan C. Morin, 20, of 839 Cedar Terrace, and Helen A. Gates, 22, of 425 E. 6th St.; to wed as Bryan C. and Helen A. Gates.
5. Lynn M. Royer, 18, of 1610 E. 7th St. and Michele A. Moins, 17, of 153 West Crest Road; to wed as Lynn M. and Michele A. Royer.
6. John R. Trent, 29, of 135 Pasadena Circle, and Elizabeth L. Spencer, 27, of 735 St. Charles Place; to wed as John R. and Elizabeth Spencer.
7. Doug L. Hansen, 18, of 310 Olive St., and Mary C. Smith, 17, of 411 W. 5th St.; to wed as Doug L. and Mary C. Hansen.
8. Arnold M. Tolliner, 23, of 422 Lombardy St. and Penelope A. Tanger, 21, of 800 Byrnes Circle; to wed as Arnold M. and Penelope A. Tolliner.

1. Which couple plans to keep their own surnames after marriage?

2. Which two couples plan to use the bride's surname as the family name?

3. Which couples indicate they will keep the traditional family name pattern?

4. May marriage partners in your state use their own surnames?

5. May marriage partners in your state use the bride's surname as the family name?

6. What is your reaction to the variations in family names?

GETTING DIVORCED IN THE MIDWEST

Directions: Use the information in the chart, "Grounds for Divorce - Nine Midwestern States," to answer the questions for the problems described below.

1. Bill Lundy married Hazel Sam in 1960 with their home in Midwest Heights. However, his work took him to Urban Center where he met and also married Ruby Jack in 1970. Eventually Hazel became suspicious of his long absences and discovered Ruby.

a. In which states does Hazel have grounds for divorce?

b. Would his double marriage be sufficient grounds in Iowa, Minnesota, Nebraska and North Dakota?

2. Jack and Matilda Bills have been married for 5 years. Matilda is a husband-beater, physically attacking Jack whenever they have an argument. In their last argument, she hit him across the back with tire chains.

a. In which states would Jack have sufficient grounds for a divorce from Matilda?

b. Would Matilda's behavior be sufficient grounds in Iowa and Nebraska?

3. Lloyd and Hettie Outroad separated six months ago. Lloyd has not given Hettie any money since then to maintain their home.

a. In which states is Lloyd's failure to support Hettie sufficient grounds for divorce?

b. Would Lloyd's failure to support Hettie be sufficient grounds, in Iowa, Minnesota, and Nebraska? In Kansas?

4. Clotilda Johansen married Steve Black one year ago. Clotilda is a devout Lutheran but since their marriage Steve has joined a new religious group, Faith through Free Love. This group has denounced marriage.

a. In which state does Clotilda have sufficient grounds for divorce?

b. Does Clotilda have sufficient grounds in the states of Iowa, Minnesota, Nebraska, and North Dakota?

GETTING DIVORCED IN THE MIDWEST

GROUNDS FOR DIVORCE NINE MIDWESTERN STATES

STATE	Adultery	Cruelty	Desertion	Non-support	Alcohol	Felony	Impotency	Pregnancy at marriage	Drug Addiction	Insanity	Other Causes
Illinois	x	x	x	-	x	x	x	-	x	-	A
Iowa	-	-	-	-	-	-	-	-	-	-	B
Kansas	x	x	x	-	x	x	x	x	-	x	A,C
Minnesota	x	-	x	-	x	x	-	-	x	x	D,B
Missouri	x	x	x	-	x	x	x	x	-	-	E,F
Nebraska	-	-	-	-	-	-	-	-	-	-	B
North Dakota	x	x	x	x	x	x	-	-	x	x	B
South Dakota	x	x	x	x	x	x	-	-	-	-	
Wisconsin	x	x	x	x	x	x	-	-	-	x	G

Reference: Council on Marriage Relations, Inc., New York, N.Y.

A - Bigamy
B - Marriage irretrievably broken
C - Gross neglect of duty
D - Indignities
E - Joining religious order disbelieving in marriage
F - Husband being a vagrant
G - Separation, no co-habitation

Problem: The table, "Grounds For Divorce," contains the differences in nine (9) Midwestern States' laws. You will note that most of the states list specific grounds, but that Iowa and Nebraska cite a general cause - "the marriage is irretrievably broken."

In your opinion, which method is best - the general cause as cited by Iowa and Nebraska or the specific grounds listed by the other states ?

DIVIDING PROPERTY IN A DIVORCE CASE

Directions: **After reading the background information describing Lynda and Dave Millard's marriage, determine the proper distribution of property in their divorce action. Then consider the proposal to extend the power of the state to regulate property settlements in divorce cases.**

Lynda Millard, age 17, filed a petition with the local District Court asking for a dissolution of her marriage to Dave Millard, age 18. In her petition, she requested their personal property, with the exception of his clothing and a 10 year old automobile (a Buick convertible which he had rebuilt).

Lynda and Dave had been married one year. Due to her pregnancy, Lynda did not complete her junior year in high school. Dave found it necessary to work at night-time jobs while finishing his senior year. However, at the time of their marriage, both Lynda and Dave's parents proved supportive. Dave's parents permitted him to give Lynda the family heirloom engagement and wedding rings. The rings had been worn by Dave's mother, grandmother, and great grandmother. (Value $2,000). Furthermore, Dave's parents purchased an electric range, refrigerator, color TV set, and portable air conditioner for their apartment. Lynda's parents provided the balance of household furnishings with the exception of gifts received from friends and relatives.

While their marriage seemed ideal, the sudden crib death of their child, Charles, age 3 weeks, caused them to split up. Dave had returned home from work one evening to discover the dead infant in his crib. Lynda had left him asleep while she visited the next door neighbor. Dave and his parents blamed her for Charles' death. They insisted she could have prevented his death by paying more attention to the baby. Six months later, after many bitter arguments, Lynda and Dave decided on separation and divorce.

When Lynda filed the divorce petition, both she and Dave had returned to their parents' homes. With the exception of clothing and personal items, their household goods were still located in the apartment. Lynda indicated she would move the items to her parents' residence at the conclusion of the divorce action.

1. Why would Dave contest the division of property?

2. How would you divide Lynda and Dave's property?

3. Should the state legislature enact laws regulating the division of property in divorce cases?

WRITING A WILL

INHERITANCE LAWS
NINE MIDWESTERN STATES

State	Spouse's share of estate if deceased had Descendants	Parents Share of Estate if Deceased had Surviving Spouse but no Descendants	Siblings Share of Estate if Deceased had Surviving Spouse but no Descendants or Parents
Illinois	1/3	1/2	None
Iowa	1/3	1/3 of excess over $25,000	1/3 of excess over $25,000
Kansas	1/2	None	None
Minnesota	1/3	None	None
Missouri	1/2	1/2	1/2
Nebraska	1/3	1/2	1/2
North Dakota	1st $50,000 + 1/3 of balance	None	None
South Dakota	1/3	1/2 of excess over $100,000	1/2 of excess over $100,000
Wisconsin	1st $25,000 + 1/2 of balance	None	None

Ref: Eugene M. Wypyski, *The Law of Inheritance in All Fifty States*, 1976.

Directions: Whenever a person dies, there is always someone to claim a share of his or her property, both real and personal. If the deceased left a Will, then particular friends and relatives receive the property. However, if he or she died without a Will, the property is divided according to state law. (Intestate Succession)

The chart "Inheritance Laws - Nine Midwestern States" (see above) summarizes the three most common situations to be found in Intestate Succession. Using the information in the chart, answer the questions pertaining to the cases described below.

INHERITANCE CASE I

Ted Smith, age 45, died at work as a result of a grain elevator explosion. He was survived by his wife, Luella, and three brothers and a sister. Ted and Luella had no children, but she had six minor children from her previous partners. Ted explored the possibilities of legally adopting Luella's six children, but never followed through. His brothers and sister strongly disapproved of his marriage to Luella because of her reputation. They refused to speak to her to have anything to do with her or her children. They had no contacts with Ted for five years prior to his death. He died intestate.

Ted and Luella Smith had limited resources but due to the nature of Ted's accidental death, the court awarded his estate $600,000.

1. In which states would Ted Smith's brothers and sister have a claim on his estate?

WRITING A WILL

2. In which states would they have no claim on his estate?

3. In your opinion, what share are they entitled to?

INHERITANCE CASE 2

John Boomer, a wealthy farmer, died suddenly of a heart attack on September 1, 1976. Although he often talked about others' estate problems, he neglected to write a will. At the time of his death, attorneys valued his estate at $100,000 plus 520 acres of farm land.

John married Hulda Schwenker on May 1, 1956. He had previously been married to Catherine Speak who had died on April 1, 1956. They had three children - Ferdinand, Matilda, and Oscar - all over 21 years of age at the death of their mother. The three children disapproved of their father's sudden marriage to Hulda Schwenker. However, John deeded his 640 acre farm to the children and moved on to Hulda Schwenker's 320 acre farm. She had inherited the farm from her father but on her marriage, transferred title to John Boomer. They managed to add another 200 acres to the farm. John and Hulda had no children.

John Boomer did not speak to his children for the twenty years he was married to Hulda Schwenker. Nor did they have anything kind to say about their father or his second wife.

1. In which states would John Boomer's children receive 2/3 of his estate?

2. In which states would they receive 1/2 of his estate?

3. In your opinion, what share are they entitled to?

INHERITANCE CASE 3

Sam La Presta, age 29, died as the result of a highway accident in which a semi swerved out of its traffic lane into his car. He was survived by his wife, Nancy, and his parents, Armando and Leita La Presta. Sam died intestate.

Sam and Nancy owned jointly their home and its furnishings plus their car. Sam also owned a $20,000 insurance policy with Nancy as the beneficiary plus mortgage insurance on the home. Their home and its furnishings were appraised at $50,000. However, his estate sued the trucking firm and its insurance carrier for $2,000,000. The final judgment awarded his estate $300,000.

1. In which states would Sam La Presta's parents be able to claim a portion of his estate?

2. In which states would they be able to claim 2/3 of his estate?

3. In your opinion, how much of Sam's estate should be granted to his parents?

GETTING A JOB IN THE MIDWEST

Directions: Throughout the 19th century, children and youth worked long hours in American factories and mines for low wages. Their lives revolved around a 12-13 hour shift and their homes, where they tried to rest before the next day's work. Reform legislation, passed by the U.S. Government and state governments, now protect young people from the abuses of long hours and low pay.

Use the information on the chart, "Selected State Child Labor Standards," to answer the questions for each problem:

1. Randy Black, age 15, a high school sophomore, applies for a job as a bus boy at The Eagles' Nest, a supper club. Bus boys are paid $3.00 per hour.

   a. In which states could Randy work between 5:00 and 10:00 p.m. during the school year?

   b. In which states would it be illegal for Randy to work between 5:00 and 10:00 p.m. during the school year?

   c. In which states would it be illegal for Randy to work between 5:00 and 10:00 p.m. on non-school days?

   d. In which states would Randy be able to work every night?

   e. Assume Randy is 17. In which states would he still need documentary proof of age?

2. Lisa Brown, age 14, a high school freshman, wants to work on a detasseling crew. She estimates she can earn $500 during the summer.

   a. Are there any state laws in the Midwest which would prevent Lisa from working?

   b. Are there any state laws which would prevent her crew from detasseling beyond 7:00 p.m.?

3. Jack Green, age 12, wants to deliver *The Daily News* to residences in his home town. Paper carriers make $1.00 per month per customer with 54 customers on Jack's proposed route.

   a. In which states would the number of hours be restricted to less than 8 on school days?

   b. Assume *The Daily News* to be a morning paper. In which states would Jack illegally deliver the papers if he started on his route at 6:00 a.m.?

4. What impact does the Federal minimum wage law have on the need for child labor standards (minimum age and maximum hours per day/week)?

GETTING A JOB IN THE MIDWEST

SELECTED STATE CHILD LABOR STANDARDS

As of November 1975

State	Documentary proof of age required up to age indicated	Maximum daily and weekly hours and days per week for minors under 16 unless other age indicated	Night work prohibited for minors under 16 unless other age indicated	Minimum age for agricultural employment outside school hours
Illinois	16	8–48–6. Schoolday: 3[8]	7 p.m. to 7 a.m.	10
Iowa	16	8–40. Schoolday/week: 4–28.	7 p.m. (9 p.m. June 1 thru Labor Day) to 7 a.m.	14 (for migrants: 14 before schoolday in available school, 12 at other times. No minimum for part-time work by non-migrants).
Kansas	16	8–40.	10 p.m. before schoolday to 7 a.m.	.....
Minnesota	18	8–40.	9:30 p.m. to 7 a.m.	14
Missouri	16	8–40–6.	7 p.m. (10 p.m. before non-schoolday and for minors not enrolled in school) to 7 a.m.	14 (no minimum for occasional work with parental consent).
Nebraska	16	8–48.	8 p.m. to 6 a.m., under 14. 10 p.m. (beyond 10 p.m. before nonschoolday with special permit) to 6 a.m., 14 & 15.	.....
North Dakota	16	8–48–6, under 18. Schoolday/week: 3–24 if not exempted from school attendance.	7 p.m. (9 p.m. June 1 through Labor Day) to 7 a.m.	.....
South Dakota	16	8–40.	After 7 p.m. in mercantile establishments, under 14.	.....
Wisconsin	18	8–24–6 when school in session and 8–40–6 in non-school week. 8–40–6 when school in session and 8–48–6 in non-school week (voluntary overtime per day and week permitted up to 50 hour week). 16 & 17 if required to attend school.	8 p.m. (9:30 before non-schoolday) to 7 a.m. 12:30 a.m. to 6 a.m., except where under direct adult supervision, and with 8 hrs. rest between end of work and schoolday, 16 & 17 if required to attend school.	12

Source: The Book of States, Council of State Governments

COLLECTING UNEMPLOYMENT BENEFITS

Directions: Use the information in the chart, "Significant Provisions of State Unemployment Insurance Laws," to answer the questions for the two case studies.

Jeff Horn, age 21, a college student, works as a check-out clerk for a large local supermarket. He works part time (24 hours a week) at $5.50 per hour. To supplement his income he gives special "discount" prices to his fraternity brothers and three trusted friends. As he checks them out, he fails to ring up most of their purchases. For example; a wife of a friend buys $71 worth of goods - Jeff rings it up as $11 which she pays in cash. Later at her home, she gives Jeff $30 or half of the difference. For over two years, he gained as much through his thefts as he earned in regular wages.

Finally, one of the carry-out boys, Mike Smith, discovered what he was doing and reported him to the management. The manager asked Mike Smith to entice Jeff to give him the same deal. The next day Mike buys $5.00 worth of goods but Jeff only charges him $1.00. Immediately Mike reports it to the manager. The manager offers to keep Jeff on as a check-out clerk if he would inform on other clerks stealing from the store. Although Jeff knows of at least six others, he refuses to name them. The manager fires him.

Jeff applies for unemployment compensation. The supermarket manager does not protest his claim nor does he file criminal charges. Jeff is eligible to collect unemployment benefits.

1. In your state, how much would Jeff collect as the maximum?

2. In your state, how many weeks will Jeff be able to collect the benefits?

3. In your opinion, should Jeff be eligible to collect unemployment benefits?

Unemployment benefit reserves in each state are funded from a tax levied on employers. The chart, "Significant Provisions of State Unemployment Insurance Laws," contains information regarding the tax rate and the amount of wages per employee on which the tax is levied each year. For example, in Illinois, the employer pays $240 tax on each of his employees every year ($6,000 x .04).

1. Why is there a variation in the tax rate among the Midwestern states?

2. How could an employer help reduce the amount of tax levied for unemployment benefits?

Miriam Storker, with two dependents, worked as a file clerk for Worldwide Associates, Inc., a publishing firm, from January 2 to May 7. The employer paid her $2.75 per hour, with gross wages amounting to $110 per week. The other file clerks continuously complained to their supervisor, John Kevan, about her inability to file items correctly. The supervisor's efforts to show her proved futile, so he dismissed her.

Miriam filed for unemployment benefits.

1. In which three states would Miriam receive the highest weekly unemployment benefit?

2. In which two states would she receive the benefit longer than in the other seven?

3. In your opinion, should Miriam be eligible to collect unemployment benefits?

GETTING A JOB IN THE MIDWEST

SELECTED STATE CHILD LABOR STANDARDS

As of November 1975

State	Documentary proof of age required up to age indicated	Maximum daily and weekly hours and days per week for minors under 16 unless other age indicated	Night work prohibited for minors under 16 unless other age indicated	Minimum age for agricultural employment outside school hours
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Minnesota	18	8–40.	9:30 p.m. to 7 a.m.	14
Missouri	16	8–40–6.	7 p.m. (10 p.m. before non-schoolday and for minors not enrolled in school) to 7 a.m.	14 (no minimum for occasional work with parental consent).
Nebraska	16	8–48.	8 p.m. to 6 a.m., under 14; 10 p.m. (beyond 10 p.m. before nonschoolday with special permit) to 6 a.m., 14 & 15.	. . . . .
North Dakota . . .	16	8–48–6, under 18. Schoolday/week: 3–24 if not exempted from school attendance.	7 p.m. (9 p.m. June 1 through Labor Day) to 7 a.m.	. . . . .
South Dakota . . .	16	8–40.	After 7 p.m. in mercantile establishments, under 14.	. . . . .
Wisconsin	18	8–24–6 when school in session and 8–40–6 in non-school week. 8–40–6 when school in session and 8–48–6 in non-school week (voluntary overtime per day and week permitted up to 50 hour week). 16 & 17 if required to attend school.	8 p.m. (9:30 before non-schoolday) to 7 a.m. 12:30 a.m. to 6 a.m., except where under direct adult supervision, and with 8 hrs. rest between end of work and schoolday, 16 & 17 if required to attend school.	12

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COLLECTING UNEMPLOYMENT BENEFITS

SIGNIFICANT PROVISIONS OF STATE UNEMPLOYMENT INSURANCE LAWS, JANUARY 1, 1978

State	Qualifying wages or employment in base period (number times weekly benefit amount unless otherwise indicated) (a)	Weekly benefit amount For total unemployment (b) Minimum	Maximum	Benefit weeks for total unemployment (c,d)	Unemployment tax rate paid by employer on annual wages up to
Illinois	$1,000; with $275 outside high quarter	$15.00	$116.00-138.00	26	4.0% / 6.000
Iowa	$600; with $400 in 1 quarter & $200 in another quarter	20.00	124.00	39	4.9% / 6.500
Kansas	30; and wages in 2 quarters	27.00	109.00	26	3.6% / 6.000
Minnesota	15 weeks of employment at $50 or more	18.00	122.00	26	7.5% / 7.500
Missouri	30 times wba and $300 in 1 quarter; wages in 2 quarters	15.00	85.00	26	3.2% / 6.000
Nebraska	$600; with $200 in each of 2 quarters	12.00	90.00	26	3.7% / 6.000
North Dakota	40; and wages in 2 quarters	15.00	115.00	26	5.0% / 6.000
South Dakota	$400 in high quarter and 10 times wba outside high quarter	10.00	96.00	26	2.7% / 6.000
Wisconsin	15 weeks employment at average of $48.01 or more w/ employer (e)	25.00	135.00	34	5.7% / 6.000

Prepared by the Manpower Administration, U.S. Dept. of Labor.

(a) Weekly benefit amount is abbreviated throughout the table as wba.

(b) When two amounts are given, higher includes dependent's allowance. Higher for minimum wba includes maximum allowance for one dependent.

(c) Benefits are extended under state program when unemployment in State reaches specified levels.

(d) For claimants with minimum wba and minimum qualifying wages. In States noted, range of duration applies to claimants with minimum qualifying wages in base period; longer duration applies with the minimum wba; the shorter duration applies with maximum possible concentration of wages in the high quarter, and therefore the highest wba possible for such base-period earnings. Wisconsin determines entitlement separately for each employer. Lower end of range applies to claimants with only 1 week of work at qualifying wage; upper end to claimants with 17 weeks or more of such wages.

(e) Or 15 weeks in last year and 40 weeks in last 2 years at average of $30 or more (New York); or 14 weeks in base period and 55 weeks in those 52 weeks plus any base period which ended not more than 10 weeks before the start of those 52 weeks (Wisconsin).

Source: The Book of States, Council of State Governments

RIDING A MOPED

Directions: Use the information in the chart, "What the Moped Laws Allow" to help answer the questions below.

WHAT THE MOPED LAWS ALLOW

Thirty-five states and the District of Columbia have passed laws pertaining to mopeds. Five Midwestern States are among the 35; in the other four states, mopeds are subject to regulations governing motorcycles. Since mopeds cannot meet motorcycle standards, they are effectively banned from the road in those states.

State	Operator's Minimum Age	Operator's License Required[1]	Registration Required	Insurance Required	Speed Limitation
Illinois	16	Any driver's	Yes	No	30
Iowa	14	Moped or any driver's	Yes	No	25
Kansas	14	Moped or any driver's	Yes	No	25
Minnesota	15	Moped or any driver's	Yes	No	30
Missouri	–	–	–	–	–
Nebraska	–	–	–	–	–
North Dakota	–	–	–	–	–
South Dakota	14	Learner's or any driver's	Yes	No	30
Wisconsin	–	–	–	–	–

[1] Mopeds in these states do not require a driving test.

Source: The Moped Association of America.

1. Rick Jason's parents bought him a Honda moped for his 13th birthday. Are there any Midwestern states in which Rick can ride it on streets and highways?

2. In which Midwestern states can Rick be licensed to ride his Honda on streets and highways when he reaches 14?; 15?; 16?

3. In which Midwestern states can Rick drive his moped at 30 mph?

4. If your state does not license moped operators or register mopeds, would you favor such a law?

5. Do you believe moped operators should be required to buy public liability insurance?

BUYING LIQUOR IN THE MIDWEST

Minimum Legal Age for Purchase of Alcoholic Beverages			
	Liquor	Beer	Wine
Illinois	21	19	19
Iowa	19	19	19
Kansas	21	18	21
Minnesota	19	19	19
Missouri	21	21	21
Nebraska	19	19	19
North Dakota	21	21	21
South Dakota	21	18	21
Wisconsin	18	18	18

Source: World Almanac, 1978

Directions: Use the information in the table, "Minimum Legal Age for Purchase of Alcoholic Beverages," to help answer the questions.

1. What is the only state (listed in table) to legalize the purchase of all alcoholic beverages by 18 year old citizens?

2. Which states retained 21 as the minimum legal age to purchase alcoholic beverages?

3. If you wanted to open a number of liquor bars catering to 18 year old out-of-state citizens, where would you locate the bars?

4. If you wanted to open a bar selling beer only but catering to 18 year old out-of-state citizens, where would you locate the bar?

5. If you wanted to open a bar selling liquor to out-of-state citizens under 21 years old, where would you locate the bar?

6. Iowa recently raised the legal drinking age from 18 to 19. What kinds of reasons were probably given by the proponents?

To answer the next series of questions, you will need to check other sources of information.

In your state, how old must you be:

1. To purchase alcoholic beverages? ____
2. To drink liquor given to you by a legal purchaser? ____
3. To own a bar/liquor store? ____
4. To work as a waiter/waitress or bartender in a bar? ____
5. To view pornographic films shown in a bar? ____
6. To dance as a paid entertainer in a bar? ____
7. To play a musical instrument in a bar? ____
8. To sing as a paid entertainer in a bar? ____
9. To work as a custodian in a bar/liquor store? ____
10. To work as a dishwasher at a bar? ____
11. To rent a building to another person wanting to use it for a liquor store? ____
12. To get marrried without parents' consent? ____
13. To purchase tobacco, cigars, cigarettes? ____
14. To borrow money offering real property as collateral? ____
15. To hold title to an automobile? ____

SIGNIFICANT OTHERS TEST

Social scientists recognize the importance of the peer group with individuals reaching decisions. Political science studies have shown the tendency of young adults to prefer the political party and candidates chosen by parents, relatives, and close friends. A simple "significant others test" in your class will lead to student awareness of other peoples opinions.

Ask the students to number a blank sheet of paper from 1 to 10. Begin the test by asking them to write the names of ten (10) individuals who influence their lives. After the students have completed the list, ask them to identify the political preferences of individuals on their list. Other concerns may be identified at this time. Complete the activity by tabulating the student responses and with them indicating if they agree with a majority on their list.

Name of individual	Party Preference
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SAMPLING PUBLIC OPINION

Junior high and senior high students find the sampling of public opinion to be an interesting and valuable learning experience. When done properly, it is relatively easy to obtain a valid measurement of public reaction to an issue, a proposal, or to candidates for public office. The process requires adequate planning and organization with strict adherence to procedures and criteria.

Regardless of the sampling procedures used, there needs to be class consensus as to:

1. Scope of survey (topics, problem, candidates)
2. The population
3. The size of the sample
4. Methods of recording data
5. Summarizing and reporting

These sampling procedures have been used successfully by junior high and senior high students:

a. Telephone Surveys: Determine the number of people to be polled. Then divide the telephone directory among the survey crew, with each responsible for a number of telephone calls on certain pages. It is suggested that the sample be based on every tenth residential phone until the sample is completed, with the survey crew advised to use the next listing if there is no answer at the number first called. A total of 50 completed calls is recommended, with 25 an absolute minimum. It may be noted that with this sampling procedure persons without telephones will not be polled and persons with more than one telephone number are more likely to be included in the sample. In many surveys this bias is not a serious concern, however.

b. Door-to-Door Surveys: Some surveys may be too long for telephone conversations. Generally if the survey exceeds four questions, people tend to be less responsive. It is possible to obtain a valid sample by having a crew survey people in their homes.

   Dependent upon the nature of the community, areas can be based on property-values, relation to the downtown business area, socio-economic levels, or on elementary school district. After randomly selecting some square blocks, the survey crew can contact one resident in each square block, or one person from every fourth residence. Apartment residents can be selected on the same type of random basis.

c. Shopping Mall Surveys: With permission of the management of a shopping center, survey crews can sample public opinion on busy days or nights. The survey instrument should be relatively easy to read and answer since shoppers would not want to devote too much time to the survey. It is difficult to obtain the same type of randomness as is possible in the telephone or door-to-door survey.

   Ideally each person in the population of interest (e. g., all voters in Clay City) should have the same chance to be included in the sample. This principle is reasonably well met by the Telephone Survey; it is doubtful in the Shopping Mall Survey.

COMMUNITY INVESTIGATIONS

In this activity each student is assigned (or selects) a practical problem related to government and is asked to prepare a report on how the problem was solved. The search for data will involve students with Federal, state and local government agencies (offices). It will require them to visit courthouses and city halls plus using the telephone. Some will find it necessary to write letters to their representatives in the U.S. Congress or state legislature and to appropriate governmental agencies.

The final report may be presented in one of two forms: a written or oral or a combination of both. The report should include a description of how the student went about solving the problem plus a chronological list of experiences related to the project. A time limit (e.g. one week) adds a measure of realism to the activity.

Inquiry List

The following is a list of suggested investigations. They are arranged according to the level of government. However, they may be divided according to the branch of government or according to the level of difficulty. The list is flexible with possible additions as they occur to either instructor or students.

Federal Level of Government

How to . . .

- obtain food stamps
- obtain an appointment to a service academy
- become a citizen of the United States
- obtain a passport
- obtain financial assistance for a small business
- get a copyright for a piece of music
- obtain governmental help with a federal tax return
- obtain free legal assistance
- find which species of animals are protected by law
- find the current minimum wage
- find federally approved low-income housing
- obtain social security benefits
- obtain benefits for an honorably discharged veteran
- find if a particular food ingredient is approved for use
- find if a car meets safety standards
- obtain instructions for canning fruits and vegetables
- obtain a U.S. flag that has been flown over U.S. Capitol

State Level of Government

How to . . .

- obtain unemployment compensation
- file a consumer complaint
- seek help for drug rehabilitation
- find which laws govern the hiring of minors
- find the regulations governing nursing homes
- find restrictions on hunting and fishing
- transfer the title of a car
- visit the state penitentiary
- obtain schooling for the mentally retarded
- file a complaint of sex/race discrimination
- commit someone to a mental institution
- obtain a sales tax permit
- obtain a beer and cigarette license
- obtain a teacher's certificate
- put a car into storage

Local Level of Government

How to . . .

- obtain a permit to open a retail business
- file a claim in small claims court
- obtain free medical care
- file a complaint against a landlord
- obtain a zoning permit for a motel
- obtain a marriage license
- obtain a divorce
- post bond for a friend who has been arrested
- register a complaint against a police officer
- get a building permit
- get a car back after it is impounded
- determine the boundaries of a piece of property
- settle an estate when no will was left
- declare bankruptcy
- trace the owners of a particular piece of property
- adopt a child
- file for property tax reduction
- find the requirements for graduation from high school

ACTION PROJECTS

Local and State Government instruction offers excellent opportunities to involve students in community affairs. By excusing students from school on a one or two-day basis, it is possible for them to work directly with people implementing service-type programs. These programs may be those provided by either public (governmental) or private (churches, service organization) agencies.

An instructor wishing to add an out-of-school project to the instructional program may find these suggestions helpful:

1. Identify the community programs which could profitably use student help on a limited basis.
2. Visit with those in charge of the program as to how students could be involved with the program and your expectations.
3. Provide an orientation to the students as to the purposes of the agency, the types of tasks which they might be asked to perform, and the ways which they could summarize their experiences to the rest of the class.
4. Request interested students to write a paragraph as to why they would like to participate in a particular community program. This written assignment should be evaluated prior to their excuse from school.
5. Ordinarily, schedule students to work with community agencies in teams of two or three. Occasionally, an individual student would like to participate by himself or herself. However, most high school students would feel more comfortable working with a friend. On the other hand, too many students at one time can result in problems.
6. Expect "feed back" to the class for each student or team's experience. This follow-up report should be brief and informative.

Possible opportunities for student work may exist in these local agencies, commissions, or offices.

a. Day-care centers
b. Fire department
c. Police department
d. Social Services
e. Political party headquarters (election campaigns)
f. Recreation
g. Water and sewage system
h. Garbage collection
i. Sheriff's office
j. Zoning commission
k. Building inspection
l. Hospital or nursing home

USING PLUS AND MINUS WORDS

In reaching decisions, individuals are influenced by the words used by those advocating certain solutions for social problems. Due to diversity within American society, people react in different ways to terms common to political discussions. A word which brings about a favorable response may be called a "plus" word. One that evokes an unfavorable response may be called a "minus" word.

A simple plus-minus word activity makes for interesting results in a high school class. Ask the students to number a blank sheet of paper (or you may provide a numbered form) from 1 to 40. (You may wish to add to the list). Then pronounce the list as objectively as possible--sometimes teachers give away their own reaction through voice inflection. As the students respond to each word, ask them to write a "+" or a "–" sign.

The student responses may be tabulated as an entire group or divided into categories based on their responses to two terms or words (eg. liberal and conservative).

1. Liberal
2. Conservative
3. Democratic
4. Republican
5. Radical
6. Reactionary
7. Capitalism
8. Socialism
9. Fascism
10. Communism
11. Athletics
12. Rose
13. Mother
14. Onions
15. Military
16. White
17. History
18. English
19. Rural
20. Science
21. Black
22. Snake
23. Liquor
24. Adult
25. Cigarettes
26. Thief
27. Marijuana
28. Porno
29. War
30. Welfare
31. Gay
32. Mathematics
33. Symphony
34. Rock
35. Beer
36. Indians
37. Waltz
38. Big Business
39. ERA
40. Urban